

Video Overview

The PaELL Parent Video is 25 minutes long. It has been filmed in Spanish with English closed captions. Transcripts in English and in Spanish are provided in the appendix of this guidebook. The video explains what parents need to do to register their child into a Pennsylvania public and/or charter school and how they may help their child by building a strong partnership with the school.

PaELL Parent Video Summary

Parents are welcomed to the public educational system in Pennsylvania and told that the schools here wish to provide their children with a quality education and assist them with the acculturation process. The video emphasizes the importance of a good parent/school partnership and how to establish it. Parents are told of the rights of ELLs to public education and that all they need to register in school is proof of residency and immunization. They are also told that their children should not be held out of school due to lack of other information, such as Social Security numbers or birth records.



Topics Addressed in the Video

- Home Language Survey
- Language and academic proficiency assessments
- Modification of classroom instruction
- The role of interpreters
- Participation in other school programs
- Required records
- Attendance
- Transportation
- Appropriate dress (with regard to seasons)
- School appointments
- Academic year and school calendar
- Report cards
- Zero tolerance policies for violence
- Moving to another district
- Helping children at home
- Pennsylvania Academic Standards and the Pennsylvania System of School Assessment (PSSA)



How to Use the Video with Parents

The videotape can be an important part of the orientation of parents. However, as with any resource, there are procedures and practices that greatly enhance the benefits of its use. School personnel should become familiar with the videotape and what is on it before using it with parents. The transcripts and closed captions make this possible for English speakers. The review of the videotape and the accompanying materials should include any professional and nonprofessional staff who will be the first contact in each building. It is also helpful if district personnel locate interpreters in various languages who can be made available when needed for the registration and orientation process. Districts will find it helpful to use the school and the community as resources to locate interpreters. (A form letter requesting interpretation services is in *Appendix B* of this guidebook.)

Following the viewing of the video, ask parents if they have any questions and review any necessary forms that the school requires for registration. Have as many of these forms available in other languages if possible. Be sure to let the parents know how they can reach you after this first meeting.

Conduct a tour of the school for both parent and student. It is also helpful to introduce the student to other school students whose responsibility will be to assist them in the first few days of school attendance.



Optional Activities and Uses of the Video

The PaELL Parent Video can also be used with adults other than the parents of ELLs. For example, the video could be used to assist professional and nonprofessional personnel in understanding the requirements and responsibilities of school districts toward ELLs and their parents. It could assist personnel in preparing an orientation procedure for the registration and intake of ELLs and in helping to build sensitivity toward the difficult learning situations that these students face.

The video can be played in accompaniment with the English transcripts (see *Appendix C*). It can be stopped at several places and the information discussed by the viewers. Suggested places to stop the tape and facilitate a discussion follow:

1. Stop the tape at the end of the segment where the newly arrived parents have arrived at their hosts' home and they have finished the conversation about what is required to register a child. (The scene ends in the living room of the hosts and the camera fades out as the couples leave the room.) Discussion could include the following:

- What is required for registration in the school? What is not required?
- Does the school have a Home Language Survey? What languages is it in? Is there a process to have the survey stored in the student's permanent record folder as required? What will happen if the survey indicates that the child should be assessed for language proficiency?
- How will the school provide ESL instruction if it is indicated?
- Does the school have a resource list of interpreters that can be called upon to interact and communicate with parents?



Optional Activities and Uses of the Video (cont'd)

2. Stop the tape where the parents have ended their dinner conversation. The discussion could include the following:

- Is there a student handbook that helps explain the school rules and expectations? Is it available in languages other than English?
- What other information may the school request, but not demand, as part of the entry of the students into the school (e.g., birth certificate, health records, etc.)?
- What other information will the parents need (transportation schedules, school calendars, etc.)?

3. After the tape concludes, discussion could include the following:

- What difficulties do ELLs and their parents face in entering a new school and environment?
- What materials could the school provide to assist parents and students during the transition into their new school? (See *Appendix E, Internet Resources for Parents.*)
- What materials could the school provide to assist in acquiring language proficiency? (See *Appendix D, Helping Your Child Succeed in School.*)
- How will teachers be prepared to assist these students in the content areas?
- What is the school policy on the participation of ELLs in schoolwide large-scale assessments? Will the students be expected to participate in the Pennsylvania System of School Assessment (PSSA)?

